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sionally one questions a conclusion. Is it really shown that the *character* of the reading process is different during the first four years? Has development in the later elementary years been shown? On the whole, however, the student of the reading field will find the study most helpful.

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*A new type of pictured textbook.*—Although the psychology of visual presentation has been thoroughly applied in the fields of advertising and journalism, writers of school textbooks have been slow to accept this method of presenting materials. However, in a recent textbook in civics<sup>1</sup> there appears a radical departure from the traditional practice of book construction, and there is exhibited a thoroughgoing application of the principles of visual education.

The purpose of the text is to present a vivid concept of the fundamental principles underlying the organization and the activities of our government. "The main emphasis throughout the book is placed on ideas vital to an understanding of the actual workings of our government rather than on a purely encyclopedic statement of detailed activities which change so rapidly from day to day" (p. 3). The text throughout is written in simple style, adapted to pupils in the upper grades or the junior high school.

The method of presentation is unique. The material of the text, which is organized into fourteen chapters, is printed in vertical columns which occupy half of each page. The remaining half of the page is devoted to pictures which serve to make more vivid the accompanying material. In most cases there are three pictures or diagrams on each half-page, the total number of illustrations being well over five hundred. Beneath each picture there is a brief descriptive caption in bold-face type, while in many instances a number of these captions form a connected description of a series of pictures. The material of the text is therefore presented in three ways: first, by the well-chosen collection of pictures; second, by the attractive captions beneath the pictures; and third, by the main body of text material.

This textbook is built on those principles which have proved so highly successful in the field of journalism. Certainly the book will catch the attention and stimulate the interest of the pupil far more readily than the unattractive pages of the ordinary book. The vivid reactions which are aroused, not only by the illustrations, but also by the frequent headlines and inserts, would seem to have a special value in such a field as civics.

While the reader's attention is first given to the radical departure in the form of the book, it is later held by the content, which is excellent from the standpoint of both clearness and validity. The field covered is somewhat

<sup>1</sup> JEREMIAH WHIPPLE JENKS and RUFUS DANIEL SMITH, *We and Our Government*. The American Viewpoint Series. New York: Boni & Liveright, Inc., 1922. Pp. 224. \$1.50.

narrower than in many of the recent civics texts, governmental functions forming the core of the discussion.

As an experiment in a new type of textbook construction, the success of the book will be a matter of considerable interest. It is worth careful examination.

G. T. B.

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*Child development from a biological viewpoint.*—The possibilities of child development are summed up completely in the influences of heredity and environment. While holding strictly to the biological facts concerning physical heredity, a recent writer<sup>1</sup> interprets the possibilities of education in a very optimistic manner by emphasizing the influence of social heredity through a change in environment.

After two chapters which deal with the "Importance of the Child" and "Organic Inheritance," Dr. Chapin expresses his view of the importance of social inheritance as follows:

This leads to the distinction that may be made between individual and social evolution, the forces of which are controlled by different laws. For the individual we have biological heredity; for society we have what may properly be called a social heredity that passes along accumulations gained by parents from the surrounding civilization,—in other words, from the environment. These are the acquired characters that can be passed along from parents to offspring by teaching and example, although not by direct biological inheritance. While the latter, according to modern science, cannot be immediately influenced, the social inheritance and evolution of the individual can be powerfully affected by education [p. 22].

The author then proceeds to the general problem of child development, treating in turn its physical, mental, and moral aspects. The discussion ranges from the details of a carefully balanced diet in a program of nutrition to a biological consideration of the function of the family and the position of the child in it.

In general, the book is sound and in accord with modern ideas of pedagogy. There are a few points, however, where the discussion does not agree with carefully made studies in education, as, for example, in the description of the characteristics of superior children on page 109. The style of the book is more or less dogmatic, which may be justifiable since it is directed to the general reader. The book furnishes wholesome reading for the beginning student of education and for the teacher in the elementary school.

G. T. B.

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*The profession of teaching.*—The majority of books which deal with the problems of the school superintendent are written in an impersonal, systematic manner. A refreshing variation is therefore afforded in a little volume<sup>2</sup> by

<sup>1</sup> HENRY DWIGHT CHAPIN, *Heredity and Child Culture*. New York: E. P. Dutton & Co., 1922. Pp. xiv + 220. \$2.50.

<sup>2</sup> THOMAS R. COLE, *Learning to Be a Schoolmaster*. New York: Macmillan Co., 1922. Pp. 60.